

Session Five Agenda		
Overview	<ul style="list-style-type: none"> Review session agenda Review management of peer observations and recording sheet Remind group that session 6 is 1/2 hour longer than other sessions 	
Activator/ Essential Questions	<ul style="list-style-type: none"> Word Splash “Essential Questions” <p><i>Presenter note: Inspiration/Kidspiration software can be modeled to complete various word splashes</i></p>	
Essential (Guiding) Questions	<ul style="list-style-type: none"> Read “What is a Good Guiding Question?” using “Code it” strategy Discuss article in small group and report the large group 	
Activator/ Objectives	<ul style="list-style-type: none"> Word Splash – “Lesson Objectives” 	
Lesson Objectives	<ul style="list-style-type: none"> Review objective levels using the circle overhead/ quote page Distribute “objective cards” to groups and identify objectives Look through grade level Teacher Addition to assess the quality of lesson objectives 	
Acceptable Evidence	<ul style="list-style-type: none"> Word Splash “Acceptable Evidence” Review benchmark assessments and timeline Match student work to different performance levels (Elementary) Participants take out student work samples to <ol style="list-style-type: none"> identify lesson objectives determine if the work samples provide “acceptable evidence” of having met the objectives (Secondary) 	
Additional Resources	<p>McTighe, Jay. Assessing Student Outcomes. ASCD 1993. Dimensions of learning and performance assessment share certain assumptions about the nature of learning and the art and science of teaching. In addition, content standards and lifelong learning standards deal with knowledge and skills that cut across the disciplines and are applicable to life outside the classroom. This text serves to clarify learning goals and provides clear guidelines for measuring degrees of performance.</p>	